DOCUMENT RESUME

ED 251 859 CS 208 721

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TITLE An Annotated Bibliography of the Literature Dealing with the Importance of Integrating a Children's Literature Program into the Elementary Language Arts/Reading Curriculum.
PUB DATE Nov 83
NOTE 60p.; Study prepared as an Exit Project, Indiana University, South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Childrens Literature; Curriculum Development; Educational Research; Integrated Activities; *Integrated Curriculum; *Language Arts; *Literature Appreciation; *Reading Improvement; *Reading Instruction

ABSTRACT

Noting the general agreement among reading authorities that one of the most effective methods of encouraging children to read comes from exposing them to children's literature and related activities, this paper presents an extensive literature review of materials dealing with the subject. Following an introductory section that details the goals and objectives of the literature review and provides a glossary of terms used in it, the bulk of the paper contains annotations of books, journal articles, ERIC documents, dissertations, and other materials pertinent to the subject. The paper concludes with a summary of findings revealed by the review and a rationale for developing curricula that integrate children's literature into language arts/reading instruction. It is recommended that: (1) elementary teachers assume responsibility for integrating a planned, response oriented children's literature program into the language arts/reading curriculum; (2) all children have the opportunity to respond to a wide range of children's literature taking into account their needs and interests; (3) all children have the opportunity to select a portion of their reading material; and (4) elementary children be provided with classroom opportunities to engage in higher literacy experiences involving children's literature. (FL)

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AN ANNOTATED BIBLIOGRAPHY OF THE LITERATURE DEALING WITH THE IMPORTANCE OF INTEGRATING A CHILDREN'S LITERATURE PROGRAM INTO THE ELEMENTARY LANGUAGE ARTS/READING CURRICULUM

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Submitted in partial fulfillment of the requirements
for the course E591--Exit Project
Indiana University at South Bend
November, 1983

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INTRODUCTION

In recent months national attention has been focused on the quality of education in the United States today. Upon examination of the literature, one becomes acutely aware that the outspoken criticism arises from a profound concern for freedom and the preservation of our democratic way of life. This system of government is based on a commitment to equal educational opportunity which ensures a responsible "self governing citizenship" (Adler 1982:7).

Obviously all educators agree on the importance of basic reading instruction to ensure a literate society, for unless children know the fundamental skills, all other effort has little value. However in our haste to teach reading, perhaps we have neglected to teach the reader, one who not only knows how to read, but one who also appreciates its value, enjoys it, and who chooses it as a leisure activity.

The integration of literature into the language arts/reading curriculum is a response then to a call for higher expectations and higher educational standards set forth by a growing coalition of educators and leaders. These bold challenges have implications for all aspects of the curriculum, but they have particular significance for the educator who is concerned about the quality of the elementary language arts program in general, and the reading program in particular. Copperman referred to it as "higher literacy." (Copperman 1980) Gardner alluded to it when he criticized

minimum competency standards, challenging this nation instead, to educational excellence and a recommitment to establishment of a "learning society." (Gardner 1983) Finally, Adler identified it when he described his innovative Column of Learning based on a belief in the role of schooling in fostering lifelong learning. Adler stipulated the inclusion of literature, through books not texts, which he considered basic, an invaluable resource for "enlarging understanding of ideas and values." (Adler 1982)

STATEMENT OF THE PROBLEM

There is universal agreement among reading authorities that one of the most effective methods of encouraging the reader comes through exposure to children's literature and involvement in related activities. As a practical matter, administrators and teachers have not consistently implemented the recommendations advocated by the experts. (Hall 1979) In fact there is evidence to suggest that the schools have not been particularly successful in fostering interest in reading, even though reading has received the most emphasis in the curriculum, and students have spent approximately ten to twelve years in a structure in which reading is a major activity. (Koeller 1981).

PURPOSE OF THE STUDY

The elementary teacher of reading is responsible for providing the instruction, time, and materials necessary for the development of a language arts/reading program. This includes direct instruction as well as communication of reading values, and both do have lifelong implications. Consequently it would surely advance the cause of cultivation of readers if the elementary teacher developed a rationale for integration of children's literature into the language arts/reading curriculum. Ideally this "values clarification exercise" would then be reflected in the instructional program.

ORGANIZATION OF THE STUDY

For the purpose of developing a rationale, it would seem necessary to address three important questions. (1) Is there a need for the integration of children's literature into the language arts/reading curriculum? (2) Can its integration be justified? (3) Is this proposition feasible?

The introductory portion of the paper, establishing goals and objectives will address the first question. The second question will require an investigation of reading instruction and what factors encourage the reader. In addition a study of the impact of literature on the reader will further advance our understanding of its value and importance. Finally the feasibility question requires an

understanding of the role of the teacher, the role of response and methods of encouraging response.

This study has purposely related to the child as "reader." With simplicity and clarity, this perception denotes skill and connotes appreciation and understanding, a composite of the reading ideal and a common theme conveyed throughout the research.

The structure of the paper, categorization according to theme, does not provide for the variety of opinions and conclusions uncovered in each resource. It should be understood that while many common strands of information were evident in the research findings, each article was evaluated for its unique contribution to the study as a whole.

LIMITATION OF THE STUDY

There was a profusion of research and opinion advancing the value and validity of children's literature in the instructional program. However, time limitation restricted an investigation of all the related data. It is believed that while further study would certainly expand upon the core rationale presented in this paper, the premise would remain a constant.

GLOSSARY

children's literature -- "consists of books that are not only read and enjoyed, but also that have been written for children and that meet high literary and artistic standards." (Sutherland 1981:6)

cloze procedure -- "a technique implemented by systematically deleting words from a prose passage." (Ferguson 1980:196)

ethnographic -- "dealing with origins and developments of human races." (Good 1973:220)

language arts -- "a group of school subjects, the chief purpose of which is to teach control and proficiency in the use of the English language, commonly includes reading, language (oral and written), speech, spelling, and handwriting." (Good 1973:328)

learning style -- "...when perceiving an individual's cognition is active (not passive), selecting, sorting, organizing information according to a particular system -- principles which are influenced by motivational and personality factors." (Pieronek 1980:80)

linguistic competence -- "knowledge a native speaker has about his or her language." (Palermo 1978:28)

linguistic performance -- "refers to the actual (language) behavior." (Palermo 1978:28)

literature curriculum -- "a course of study including a set of books, often divided into units and single titles, and a set of activities related to these books,

comprised of book list, brief descriptions of title use, sequence of material, a rationale, statement of goals and evaluation suggestions." (Glazer and Williams 1979:621)

Primary World and Secondary World -- "Tolkien's distinction between the real world and the imaginary world created by the story-maker into which the mind of the reader can enter. Inside it what he (the story-maker) relates is 'true,' it accords with the laws of that world." (Benton 1979:76)

reading comprehension -- "reading can be defined as a private, on-going, long distance discussion between the reader and the author which involves the process of predicting, confirming, and integrating." (Goodman and Burke 1980:3)

reading levels --

"frustration level: generally described as the level of difficulty in reading at which the pupil experiences numerous errors in pronounciation, shows tension, and has low level of comprehension of what he has read;

instructional level: the level of difficulty sometimes described as one at which a pupil reads orally with few errors without tension and with approximately 75 percent comprehension;

independent level: a term used by Betts to describe a level at which a reader can read without aid from a

teacher or other adult in word identification and in the identification of meaning." (Good 1973:474)

repertory grid -- "similar in design to semantic differential, but asks for literal ratings on scales relevant to the domain studies." (Applebee 1976:227)

response -- "four general sets of relationships: (1) the direct interacting of reader with the story -- his engagement or involvement; (2) the readers more detached viewing of the story and its author as objects distinct from himself -- his perception of 'otherness' of the story world; (3) his attempts to find meaning in the story by relating it to his concept of the real -- his interpretation; (4) his judging of the story -- his evaluation." (Benton 1979:73)

schema -- "the concept of a 'man' or a 'woman' which incorporates all the child's active knowledge about man and which through repetition becomes the general concept of man for a particular child; schemas are highly individualized." (Good 1973:511)

spectator role -- "refers to second use of language and involved when we reflect upon experience without being called upon to engage in it directly. (Applebee 1976:226)

trade book -- "a book published for the purpose of giving the reader pleasure and of feeding his interest for pleasure." (Good 1973:68)

ANNOTATIONS

IS THERE A NEED?
ESTABLISHING GOAL AND OBJECTIVES

Copperman, Paul, The Literacy Hoax, Morrow Quill Paperbacks, New York, 1980, pp. 13-50.

With a sense of urgency and profound concern, Copperman concluded that literacy was on the decline in this country. He used an historical perspective to support his conclusions as well as contemporary social trends and statistics. Copperman believed the real tragedy and waste in the literacy decline was not only the countless number of high school graduates who were identified as functionally illiterate, but also the significant decline in the SAT scores in the past twenty years. At the elementary level Copperman completely rejected programs which undermine higher expectations for students. Moreover Copperman was alarmed by the deterioration of authority within the educational system which "jeopardizes our democratic way of life." (p.34). The two most important functions of education should be the teaching of skills and knowledge to function in modern society and promoting the development of higher literacy, the ability to apply primary academic skills to the cultural and intellectual record of history: history, literature, science, and mathematics.

Gardner, David P., chairman, "A Nation at Risk: The Imperative for Educational Reform." Congressional Record-Senate, May 5, 1983, 129:6059-6065.

The task force on the National Commission on Excellence in Education has prepared a comprehensive assessment of our nation's schools and concluded that the "educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." (p. 6060) The report went on to cite a number of statistics which indicate our educational system is not producing the caliber of student we produced even a generation ago. The commission set forth its vision for education using two major themes: striving for excellence and creating a learning society. A learning society is characterized by a commitment to an educational system that will "stretch their minds to full capacity from early childhood through adulthood." (p. 6061) Gardner warned that if formal schooling does not establish a foundation for lifelong learning, one's skills will quickly become outdated.

Adler, Mortimer J., The Paideja Proposal: An Educational Manifesto, Macmillan Publishing Co. Inc., New York, 1982.

With surprising simplicity this distinguished scholar envisioned an educational system which fulfilled the democratic promise of equal education for all. Adler set forth the premise that "the best education for the best is the best education for all." (p.7) Adler proposed a course of study using a three column model: (1) acquisition of organized knowledge, (2) development of intellectual skills, (3) enlarged understanding of ideas and values. This program would be applied in successive degrees of difficulty from the first to the twelfth year. In Column One, which includes language, literature, and fine arts, Adler emphasized are "indispensible to basic schooling." (p.22) In Column Three, enlarged understanding, the truly innovative portion of the proposal, Adler suggested the use of books (not textbooks) of every kind. Through Socratic discussion of these "products of human artistry" (.29), the teacher can most effectively improve understanding and appreciation. Adler concluded that there is little joy in learning today and without some joy "basic schooling cannot initiate the young into the life of learning, let alone give them the skill and incentive to engage in it further." (p.32)

McEvoy, George F., and Vincent, Cynthia S., "Literacy and the Future of Print/Who Reads and Why?" Journal of Communication, Winter, 1980, 30:134-140.

The objectives of the study were to differentiate the people who read from those who do not; to identify the types of material being read; and to find out why people read what they did. The 1450 subjects, over sixteen, and selected randomly were given one hour, in-depth personal interviews to determine reading habits, attitudes, and preferences. Ninety-four percent of the sample was classified as readers or people who in the past six months read from books, newspapers, or magazines. For those for whom reading provided a regular leisure activity, two motivations were found to be of primary importance, reading for pleasure and reading for information. Heavy readers generally comprised the former category with magazine and newspaper readers falling into the latter. McEvoy and Vincent cited three factors which influenced amount and nature of reading: the presence of basic skills, finding reading pleasurable and interest in integrating reading into other life activities.

Ribovich, Jerilyn, and Erickson, Laurence, "A Study of Lifelong Reading with Implications for Instructional Programs," Journal of Reading, October, 1980, 24:20-26.

Subjects were thirty adults over the age of sixty who were interviewed about their reading attitudes, habits and interests. The study of older adult readers had practical implications for reading educators who must develop program objectives which take into account lifetime learning. It was found that older adults highly valued reading and expressed interest in doing more, with magazines providing the most universal reading source. Past reading experience indicated positive experiences extending back to middle and childhood years. Ribovich and Erickson concluded that schooling was an important factor influencing reading. They also suggested that practice of reading for enjoyment and information reflected in this study has practical implications for objectives in the reading program. "If so, reading programs might be structured so that reading occurs all day, not just during the reading period." (p.26) Contrary to the stereotype, the book reader was found to be an "active individual for whom reading is an important source of information and, for some, a highly pleasurable pastime." (p.140)

CAN IT BE JUSTIFIED?
READING INSTRUCTION AND THE READER

Koeller, Shirley, "25 Year Advocating Children's Literature in the Reading Program," Reading Teacher, February, 1981, 34:552-556.

A review of twenty-five years of Reading Teacher revealed that, while International Reading Association had consistently spoken out for the use of children's literature in the reading program, there had been a reluctance to implement recommendations among educators. This comes in the light of the fact that experts have never disagreed about the lifelong impact of a literature program. Koeller traced the progress of reading since the 1950's. Many concerns paralleled concerns of twenty-five years ago, but there have been achievements. The volume of material for children has markedly increased. There has been a new emphasis on the nature of reading, thinking skills, comprehension and renewed concern for social issues. Research has supported the importance of integrating literature into the curriculum. Improvements have been observed in language development, comprehension and attitude. Koeller concluded that the clear challenge continues to be to impress upon educators the vital importance of a children's literature program.

Hall, MaryAnne; Ribovich, Jerilyn; and Ranig, Christopher J., Reading and the Elementary School Child, D. Van Nostrand Company, New York, 1979, pp. 229-251.

Hall stated that despite tacit approval of administrators and teachers about children's literature in the curriculum, the fact remains that schools have contributed little toward developing strong, lifelong reading interests. Hall presented a strong case fo incorporating literature into the curriculum. Literature has been shown to motivate, enrich, and expand experience. It also has the capacity to improve language development, increase self-understanding, stimulate creativity, and promote language awareness. In planning the teacher must consider the wide range of children's interests as well as critically acclaimed books. The teacher must be a model and has the primary responsibility for developing the motivation, time and materials. To help the teacher in planning a literature program Hall suggested a number of specific methods for integration into the classroom. This included: oral reading, independent reading, pupil-teacher conferences, classroom library center, small group sharing, group notebooks and book reviews.

Ousbey, Jack, "Little Factories of Understanding," Children's Literature in Education, Winter 1980, 11:151-70.

Exclusive use of basal reading program rob children of a wealth of available literary material and might even have some impact on achievement scores.

Ousbey was quite critical of the Ginn 360 series with its plethora of materials, "...(There) won't be much time for other kinds of language activity once the children have worked their way through the games, the basic readers, the supplementaries, the resources, the packs, and the duplicating masters." (p.165) In contrast Ousbey believed that reading of good fiction must take priority over mediocre techniques which rely exclusively on tedious exercises and comprehension tests and reading kits. Ousbey suggested that research supported the premise that lasting learning depended on the activity of the learner. The more meaningful the activity, the better quality of the learning.

Huck, Charlotte S., "Literature as the Content of Reading," Theory into Practice, December, 1977, 16:363-370.

Huck recommended a radical departure from the traditional, basal reader-centered curriculum which she labeled as "an anachronism reminiscent of earlier times..." (p.364) In its place Huck suggested that books and imaginative literature should be the legitimate content of reading. Interest in stories and books can provide motivation as well as increased understanding of book language and enhanced predicting ability. Huck contended that the goal of any reading program must be development of lifetime reading habits and that truly valid program evaluation must take this into account. As a staunch believer in the value of literature to foster compassion and stretch the imagination, Huck proposed a five-point approach which provides for: (1) a well planned, read-aloud program to expand language development, vocabulary and comprehension, (2) ample classroom time to allow for wide reading, such as Sustained Silent Reading, (3) opportunity for carefully directed, in-depth discussion groups to respond to literature, (4) curriculum enrichment through literature, (5) a stimulating, accepting environment to encourage meaningful interpretation of books.

Bobel, Joseph, The Attitudes and Preferences of Thirty Gifted Intermediate Grade Readers Toward Their Recreational Habits and a Profile of Their Pre-School Reading Readiness, Educational Resources Information Center, Ed 200 926, Kean College of New Jersey, Union, New Jersey, April, 1981.

Bobel surveyed gifted readers in grades four, five, and six along with their parents to determine attitudes and preferences regarding their recreational reading habits and beginning reading experiences. The findings generally supported Bobel's hypothesis. Overall, books were found to be the most preferred reading mode. In this area humorous books were found to be the most popular, followed by mystery, adventure, and animal stories. Bobel also found that greater than ninety percent of the sample read preprimers before entering first grade. During this time a major source of instruction came from the children's parents who read to their offspring early and on a regular basis. Surprisingly Bobel discovered a wide variation on the number of hours devoted to recreational reading. This led him to suggest that the environment must be more conducive to reading by encouraging and allowing the necessary time for self-selected materials along with opportunity for quiet. Finally Bobel uncovered a revealing descrepancy when he found that while almost all the students enjoyed their recreational reading, only forty-three percent liked reading as a subject and over half either disliked or were undecided about it.

Purves, Alan C., Reading and Literature: American Achievement in International Perspective, NCATE Researah Report, No. 20, National Council of Teachers of English, Urbana, Illinois, 1980.

In an extensive study incorporating ten countries, evaluating six subject areas and sponsored by the International Association for the Evaluation of Educational Achievement, Purves and Forshay concentrated on cognitive and affective student response to literature as well as attitudes and interests. The researchers observed a common feature in the teaching of literature was reading of the text followed by discussion. This indicated that schools communicate to students a "preferred way of approaching literature." (p.17) In addition in the younger population tested (10 and 14 age groups), girls tended to be better readers who came from a language enriched environment, not from large families or in the middle birth order. Purves concluded that in this country the best students do as well as, or better than, the best students in other developed countries. However low achieving students do poorly because of a lack of opportunity to learn either at home or at school. "Schools indeed do make a difference, particularly when these schools support (either positively or negatively) the home." (p.107)

Roderick, Jessie A., "Some Relationships Between Creativity and the Reading Preferences and Choices of a Group of Sixth Graders," Educational Leadership, October, 1968, 2:49-52.

The purpose of this study was to determine whether or not more creative children differ from less creative in reading choices and whether this correlated with predictions of a panel of authorities. Using the Minnesota Test of Creative Thinking and the Lorge Thorndike Intelligence Scale, one hundred sixth grade students were classified as high, middle, and low creatives. The children kept a log on their reaction to thirty books. A panel of children's literature authorities rated the same books on creative appeal. The data indicated that reading choices and preference were not correlated to intelligence; also there appeared to be a discrepancy between children's choices and authorities' predictions. Using a content analysis Roderick observed that children appeared to focus more on factors relating to literary components and book format while judges spoke more of character, reader involvement and external influences. Results indicated that less creativity is more of a deterrent to reading than more creativity an asset. Consequently Roderick suggested that this had a direct bearing on the responsibility of the classroom teacher to provide ample exposure to literature to cultivate imagination.

Goodman, Yetta M., and Burke, Carolyn, Reading Strategies; Focus on Comprehension, Holt, Rinehart and Winston, New York, 1980, pp. 3-30.

Goodman and Burke described reading as a problem-solving process in which the reader is actively searching for meaning. The three strategies identified in this process were: predicting, drawing upon knowledge, confirming, testing the hypothesis and integrating, making choices about remembering information based on reading purposes. Goodman and Burke emphasized that the teacher's role was that of guiding and facilitating learning. However reading is clearly a private, individual and independent process. Therefore the researchers concluded that readers have both the need and the right to select a significant portion of their reading material.

Pieronek, Florence, "Do Basal Readers Reflect the Interests of Intermediate Students?" Reading Teacher, January 1980a, 33:408-412.

This study was undertaken to determine whether content level of eight popular basal readers did in fact reflect student interest. Pieronek pointed out that adventure, patriotism, and history are the most popular categories among intermediate students. Fairy tales, humor, and animal categories appear to be the least preferred at this level. While Pieronek concluded that current basal readers do reflect "reasonably well" (p.411) the interest of intermediate children, one should not assume that the text reflects all the interests of children. Therefore the teacher will always be responsible for supplementing the textbook to adequately meet individual needs.

Wiberg, John L., "A Comparison Between the Content of First Grade Primers and the Free Choice Library Selections Made by First Grade Students," Elementary English, May, 1970, 47:792-798.

A content analysis tool was applied to a sample of primers and a sample of books from a library of middle to upper class suburban elementary school to determine whether primers reflect preference of young readers. Stories were evaluated on the basis of characters, theme, age of activity, sex of activity, outcome of activity, and environmental setting. Results showed children preferred books which centered around two groups: (1) fun, fantasy, creative imagery, plot, and characterization, and (2) adventure, older-aged children, life-oriented realism. This contrasted sharply to the story content of first grade primers, thereby calling into question their usefulness in teaching children to read.

Pieronek, Florence T., "Effect of Classroom Reading Approach on Learning Style of Fourth and Fifth Graders," Reading Improvement, Spring, 1980b, 17:80-84.

Subjects were two hundred thirteen students in fourth and fifth grade in heterogeneously grouped classes. Approximately one-half of the group was involved in an individualized approach which utilized self-selected literary books. The remaining half was involved in a basal approach which used structured basal readers adjusted to reading level. Attempting to examine whether the student learning style was affected by reading approach, Pieronek adapted the Rosenberg classification of behavior; rigid-inhibited, undisciplined, acceptance-anxious and creative. Results demonstrated that neither the individualized approach or basal approach appeared to cluster around one learning style and that there was not significant relationship between sex and learning style. The research indicated that intelligence was more of a determinant in success in reading.

Ferguson, Anne M., "Applying the Cloze Procedures to Children's Book Selections," Reading Horizons, Spring, 1980, 20:196-200.

A heterogenous group of thirty sixth grade students was the subject of a study to determine whether students select books suited to their reading level. On three separate occasions the subjects selected trade books from the library. The books were then collected and cloze procedures constructed for each book. Data indicated: (1) more than half of the subjects selected books at independent level and the remaining selected books at instructional level; (2) no difference between boys and girls in difficulty level of selections; (3) majority of the subjects preferred fiction; (4) popular authors included Christopher, Ingalls Wilder, and Lenske. Ferguson concluded that students were capable of selecting trade books commensurate with their independent reading level. Teachers and librarians were advised to provide more opportunity for self-selection.

Belloni, Loretta Francis, and Jongsma, Eugene, "The Effects of Interest on Reading Comprehension of Low-Achieving Students," Journal of Reading, November, 1978, 22:100-109.

Using fifty low achieving students, this study examined the relationship of comprehension to interest. A collection of twelve high interest stories was selected with readability levels exceeding the reading levels of the students. Each was asked to select one story which they most wanted to read and a story which they least liked. In subsequent group sessions each selection was read, then followed by a cloze test using the same material. Results indicated that students better comprehended high interest stories and that students overcame frustration level in attempting to master material which was highly interesting. The researchers concluded: (1) standardized tests could be influenced by student interest in the passage; (2) instructions in comprehension may be more effective when using high interest materials; (3) students may profit from more difficult, high interest, recreational reading.

Asher, Steven R., Influence of Topic Interest on Black Children and White Children's Reading Comprehension, Educational Resources Information Center, Ed 159 661, Center for the Study of Reading, Illinois University, Urbana, July, 1978.

This study compared the effect of high and low interest material on the comprehension and reading interests of an equal sample of black and white fifth grade students. A selection of topic related slides, along with passages from the Britannica Junior Encyclopedia were used to evaluate interest and comprehension. The interest assessment and reading comprehension task were administered two weeks apart. The data indicated that while black students did show less comprehension overall, performance was facilitated for both groups when presented with material with high appeal. Generally black and white students' interests were significantly correlated, leading the researchers to question the efficacy considering "blackness" as the sole criteria for book selection.

Applebee, Arthur N., "Children's Construal of Stories and Related Genres as Measured with Repertory Grid Techniques," Research in the Teaching of English, Winter, 1976, 10:226-237.

The purpose of the study was to look for evidence of a general "spectator-role system of response" (p.227) reflected in a variety of genres and media. The subjects were three student groups comprised of twenty-two children, ages six and nine, thirty children at nine and thirteen, and twenty at ages eleven, thirteen, and sixteen. Pupils were provided in advance with eight reaction categories and asked to illustrate each category with literary titles. In a supplementary set of studies, students rated their favorite poem, television program, play, story, song, comic book, and film. It was found that, in general, children expected to enjoy what they read and enjoyed the stories they knew. Evaluation, while modified by maturity of the subject, emerged as the largest dimension in the study. The second dimension was simplicity or level of difficulty of the material. The dimension of realism in literature pointed to the personal nature of construing as demonstrated by the diversity of works perceived as "unrealistic." While Applebee believed this aspect required further study, he postulated that "it just might be that fantasy is best defined as the perceived distance between the story world and that of the reader's own life and in world review." (p.234) The results of the supplementary study demonstrated that popular genre and rhymes and comic books followed a developmental pattern showing a characteristic pattern of rejection with maturation.

IMPACT OF LITERATURE ON THE READER

Chomsky, Carol, "Stages in Language Development and Reading Exposure," Harvard Educational Review, February, 1972, 42:1-39.

In an experiment consisting of thirty-six elementary school children, between the ages of six and ten, Chomsky studied two aspects of linguistic development: (1) its relationship to exposure of reading and listening to books, (2) the acquisition of specific grammar structures. Chomsky stated that even in the earliest stages of development sentences are "innovative and rule governed." (p.3) By age six a child's knowledge of syntax is not markedly different from adult grammar. Nevertheless it was exactly these discrepancies that Chomsky set out to identify. In an interview format, Chomsky presented the subjects with a variety of complex structures which were believed to acquired late. Chomsky pointed out that variation in age acquisition did not seem to affect order of acquisition of different structures. The practical implications were enumerated by Chomsky. First language acquisition is a continuing process which extends into early school years and which is governed by a child's own internal organization and individual characteristics. Secondly, Chomsky speculated that exposure to the more complex language available from reading widely and "above level" does correlate with increased knowledge of the language. Thus the opportunity to read and to be read to appears to have a direct bearing on both linguistic competence and performance.

Perine, Maxine Harriet, "The Response of Sixth Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment," in Dissertation Abstracts International, November, 1978, 39:2729A

Responses of sixth grade subjects were evaluated using the Purves literary response model and Kohlberg's stages of moral development. Results of the study revealed that Engagement-Involvement was the dominant category followed by Perception, Interpretation, and Evaluation. Stage three was the dominant stage of moral development. This clearly indicated a relationship between literary response and moral interpretation leading the researcher to conclude: (1) that literature be taught throughout the elementary grades along with moral education; (2) that teachers develop more knowledge of teaching literature; (3) that the Purves shema be used to evaluate children's responses to literature and Kohlberg's model to moral responses; (4) that the areas of Engagement-Involvement and Perception and Interpretation be adapted to the teaching of literature containing moral dilemmas.

Wagner, Myra, Moral Judgment in Children: Their Responses to Children's Literature Examined Against Piaget's Stages of Moral Development, Educational Resources Information Center, Ed 136 269, n. pub., n.p., 1975.

Subjects were one hundred eighty students from second, fourth, and sixth grade. Over a period of nine weeks, seven children's books were presented to the students via audio-visual media. After each presentation the students were asked factual questions about "misbehaviors" in the story, reasons for them, and punishments sustained. Children were then asked to evaluate behavior and to determine whether punishment was justified. The data revealed an understanding of factual information and indicated support for Piaget's three stages of moral development. The results also affirmed Rosenblatt's premise that science was capable of validating literature's intensely personal and intrinsic value. The researchers concluded that literature should be presented in a response-oriented curriculum in which literary experiences were followed with discussion questions. Finally children's literature provided an effective method of developing moral judgment because it dealt with moral experience at every age, was accessible to adults and children, and offered lifetime benefits.

Berg-Cross, Linda, and Berg-Cross, Gary, "Listening to Stories May Change Children's Social Attitudes," The Reading Teacher, March, 1978, 33:659-663.

One hundred and twenty white, middle class, four and six year olds participated in the Berg-Cross study to determine the extent of attitude change that occurred in young children upon listening to several popular children's books. Four value-laden picture books were read to the children in the experimental condition. In the control condition all children listened to Potter's Peter Rabbit. Pretest and posttest questions were semantically similar but syntactically varied. Comprehension questions were also included in the study. The results indicated that the control group had little attitude change from pretest to posttest, while children subject to experimental stories showed more positive attitude change. The researchers concluded that the attitude of four to six year old children can be changed after being read to despite the fact that no follow-up discussion ensued. Berg Cross called attention to the surprising openness to attitude shift in this age child, suggesting that parents and teachers take seriously the selection of books for their children.

Trepanier, Mary L., Classroom Use of Selected Children's Books to Develop Prosocial Development in Young Children, Educational Resource Information Center, Ed 298 967, University of Michigan, Dearborn, Michigan, April, 1981.

To investigate the prosocial value of selected children's books, sixty four kindergarten and first grade children were given the opportunity to respond to planned critical thinking questions. Attention was focused upon interpersonal conflict, feelings of each character, the unselfish resolution of the conflict and the positive attitudinal change. Trepanier found from pretest to posttest in the experimental group to show a twenty-one percent increase in positive sharing response while the control group exhibited a thirteen percent increase. Trepanier pointed out that there was not a significant change in prosocial attitudes among the test groups. Nevertheless she suggested that research supports the position that young children are capable of labeling feelings and citing their cause. Consequently Trepanier recommended use of the classroom intervention technique through the use of children's books in order to facilitate prosocial development.

Wagener, Elaine H., Does Literature Affect Self Concept? Educational Resources Information Center, Ed 131 486, n.pub., n.p., 1975.

The study investigated the self concepts of three groups of twenty-three, fourth grade minority children after using a read aloud literature program incorporating positive Negro role models. The experimental group was exposed to thirty-six sessions of thirty minutes duration, dealing with literature about positive Negro role models. A placebo group received literature without Negro characters. A third group had not had literature read to them. Children were pretested and post-tested using the Piers-Harris Self Concept Test and Children's Self-Social Constructs Test. Using the latter assessment tool, the researcher found that children's self esteem in the experimental group appeared to be significantly changed from pretest to post-test on such items as vertical esteem, horizontal esteem, identification with mother and friends. Wagener also recommended that the self-concept tool be carefully constructed to ensure accurate responses yielding reliable and valid data.

IS IT FEASIBLE?
TEACHER AND THE READER

Buike, Sandra, and Duffy, Gerald, Do Teacher Conceptions of Reading Influence Instructional Practice? Educational Resources Information Center, Ed 170 729, Michigan State University Institute for Research on Teaching, East Lansing, Michigan, April, 1979.

Twenty-three classroom teachers were the subjects of a two-year study to determine the extent that teachers' understandings of reading instruction influenced actual instructional practice. An ethnographic method was applied to classify data obtained from twenty, all day and half day observations and conducting four to ten teacher interviews. The results indicated that teachers' conceptions reflected a content-orientation as opposed to a pupil-orientation position. Conceptions were born out in the instructional practices of seventeen of the twenty-three teachers. However, the relationship between reading beliefs and instructional decisions appeared to be more "fluid" (p.11) when non-reading conceptions came into play. Buike and Duffy concluded that teachers' reading conceptions and instructional practice were not related in a "simple, linear way nor do teachers operate from an 'implicit theory of reading'." (p.11)

Harris, Albert J., "The Effective Teacher of Reading, Revisited," Reading Teacher, 33:135-140.

Harris reviewed recent research dealing with the relationship between teacher effectiveness and achievement in reading. Harris found that formal programs with teacher involvement were generally more achievement-oriented. In addition Harris summarized that teaching was more likely to be effective when the classroom instructor provided: (1) adequate supervision of all learning activities, (2) sufficient time to accomplish mastery of reading objectives with pace adjusted to meet individual needs, (3) instructional materials conducive to reading enjoyment, (4) ordered classroom, and (5) sensitivity, interest and support and was optimistic about the child's learning potential.

Arlin, Marshall, and Roth, Gary, "Pupil's Use of Time While Reading Comics and Books," Educational Research Journal, Spring, 1978, 15:201-216.

Forty-two third grade students were randomly assigned to respective reading groups on a daily basis and given a wide range of comics or book selections. The purpose of the study was to compare attitude and comprehension of comic and books in relationship to time on task and time on reading. The findings indicated a correlation between high reading attitude and time on task for books with time on reading significantly greater for the book group. High readers spend equal amounts of time on reading with comics as with books and poor readers spend less time on reading with comics. The results supported the hypothesis that poorer reader performance was most affected by the quality of the reading material, bringing the researchers to question the use of comic-based reading material to motivate the poorer reader. Arlen and Roth concluded that time on reading had more relevance to comprehension than time on task.

Chambers, Aidan, "Letter from England: Teaching Children's Literature," The Horn Book Magazine, October, 1979, 55:571-576.

In relating to the teacher-student in children's literature for over ten years, Chambers observed that teachers teach as they were taught using essentially the same materials and resources. Therefore, he concluded that the process of teaching literature to adults and teaching to children must be unified in some way. Perhaps the most pressing need would be to examine literature as it is discussed. In this context Chambers envisioned the teacher as discussion leader not in the Socratic tradition, but in "participatory conversation," (p.574) both creative and enriching based on exploring and sharing, a model of the democratic process. Chambers suggested that the teacher act as a resource, drawing attention to the art, craft, and philosophy of literature while at the same time eliciting student involvement and response.

Chambers, Aidan, "Letter from England: Teaching Children's Literature," The Horn Book Magazine, December, 1979, 55:707-710.

To be an effective teacher of children's literature it is important that literature be seen as a whole. Chambers therefore stated it was necessary that the teacher be both a student of children's literature and of adult literature as well. Chambers has developed a teacher-student program which can serve as a model for classroom use. Chamber's course of study emphasized writing and understanding of the actual process of reading in order to better appreciate the problem of halping children to read literature. In addition chambers defined the ideal classroom environment as containing wide ranging, accessible material selection, attractively displayed to encourage response and appreciation. Chambers also suggested the availability of stimulating material including literature-related artifacts, posters, paintings, models and writings with inviting spaces to motivate the child to read and to write. Chambers recommended that a children's literature program should reflect a unified approach based on the study of literature, the study of the act of reading and the study of children's literature.

Manning, Mary Ann, and Manning, Gary, "You Are the Key to Reading Success," Early Years, May 1981, 11:42-44.

The writers stressed that the reading teacher made a critical difference in the reading program. A clear understanding about reading and how it developed has a direct bearing on reading instruction. Manning and Manning then outlined successful approaches for encouraging children to read. (1) Reading orally to children daily to enable children in hearing different language forms and experiencing pleasure from good literature. (2) The teacher must model a love for reading through informal discussion or planned recreational reading sessions. (3) Time should be provided for sharing book interests. (4) Encouragement for reading interest should be present along with numerous confidence building experiences which allow the child to view himself as a reader. (5) A wide range of reading materials should be readily available. (6) A total communication or language arts program should emerge from the reading program.

Blatt, Gloria T., The Function of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests, Educational Resources Information Center, Ed 214 103, n.pub., n.p., 1981.

A four-year longitudinal study of thirty children and their reading was developed to determine functions of reading, connections between reading and literature as well as growth in interest and response. Literacy was the goal in each classroom, but methods varied. (1) The third grade teacher taught reading exclusively from basals with emphasis on skill building. (2) The fourth grade teacher combined basals and trade books. Literature was discussed, but there was limited emphasis placed on development of reading skills. (3) In the fifth grade literacy generally came from basals with some time spent reading and discussing novels together. (4) At the sixth grade, basals were not used at all, with children's literature used in its place. The study revealed that interest increased when the teacher placed emphasis on literature. Providing time to read and creating interest through teacher guided discussion were found to be the most effective in encouraging interest in literature.

Hickman, Janet. Extending the Dimensions of Research in Response to Literature: Response in an Elementary School Setting Educational Resource Information Center, Ohio State University, Columbus, Ohio, 1980, Ed 189 600.

During a four-month period, a heterogeneous group of children, aged five to eleven was observed to determine the extent literature elicited response in an informal classroom setting. Seven specific behaviors were identified as response oriented: listening behavior, contact with books, acting on impulse to share oral responses, actions and drama, making things, and writing. Adapting an ethnographic method to the study, the researcher recorded observations using descriptive notes and anecdotal records. In addition a recorder documented interviews and photographs verified children's art work and writings about literature. The results of the study indicated that the quality of response was increased by accessibility to books and by teacher manipulation of the classroom setting including attention to material selections, extension activities, encouragement and discussion leadership.

Blackwelder, Evelyn McWhorter, "An Investigation of Teacher-Student Conferences on the Reading Achievement, Attitude Toward Reading and Amount of Reading by Elementary Children," in Dissertations Abstracts International, October, 1976, 37:1970A.

One hundred ninety-six third and fourth grade pupils were the subjects. Initially a reading comprehension test and attitude inventory were administered to the sample and independent reading records were maintained by the students. The experimental group had one, three to six minute teacher-student conference per week. While there was no significant difference in the third grade experimental group reading achievement, there was a significant difference at the fourth grade level. There was also a difference for both groups relating to positive attitudes toward independent reading. The study indicated no negative effects for teacher-student conference and in some situations, there were positive gains in both reading comprehension and reading interest.

Sutherland, Zena; Monson, Diane; and Arbuthnot, May Hill, Children and Books, Scott Foresman and Company, Glenview, Illinois, 1981, pp. 19-38.

Sutherland stressed that it was most important for responsible adults to have a knowledge of child development if they intend to make literature a meaningful part of children's lives. Therefore reviewing the developmental theories of such authorities as Maslow, Piaget, Kohlberg, etc., have implications for the adult when selecting children's literature because it heightens our awareness about the needs and interests of children. Sutherland cautioned that adults must be aware of the "intensely personal nature" (p.29) of response and that this must be kept in mind whenever developmental theories abound. Sutherland outlined Maslow's hierarchy of need as: physical well-being, capacity to love and be loved, a sense of belonging, achievement, and appreciation for beauty and order. Finally Sutherland reviewed several reading interest studies and generalized that primary children enjoy action and humor, preferring fantasy to realism while older children are more attracted to realistic fiction with an affinity to certain genre.

Harms, Jeanne McLain, "Children's Response to Fantasy in Literature," Language Arts, October, 1975, 52:942-946.

A study was conducted to investigate children's responses to fantasy in children's literature using the conceptual framework of Piaget's stages of intellectual development. The model of the three stages of thinking including preoperations, concrete operation and formal operations suitably represented the development of elementary school children. Thirty girls, ages five, seven, and nine, representing the operational stages were interviewed about two contemporary literature selections. The interview involved concepts of fantasy and realism, shifts in fantasy and realism and concepts of causality in fantasy. The results supported the Piaget model giving the classroom teacher clear guidelines for understanding and interpreting responses of children. Harms concluded: (1) five year olds were ego-centered, gave more inaccurate responses and were less able to respond to fantasy than seven and nine year olds; (2) five year olds were least able to identify shifts in fantasy and realism; (3) more physical involvement was needed for the five year old when responding to fantasy concepts.

Huck, Charlotte, and Young, Doris, Children's Literature in the Elementary School, Holt Rinehart and Winston, New York, 1961, pp. 446-463.

Huck defined the major goal of literature to be the development of lifetime reading habits and emphasized that it should be the responsibility of the teacher to create an environment conducive to reading enjoyment. To accomplish this the teacher must have: a knowledge of children's books as well as an understanding of children's need and interests and a commitment to maintain high interest in books through planned activities designed to encourage a discriminating, critical reader. Huck divided the reading program into three phases: (1) the instructional program, the teaching of reading skills, (2) the functional program, obtaining useful information about the environment, (3) the recreational program, reading for enjoyment. Huck cautioned that any major shift in approach must be carefully planned and executed in order to ensure the necessary instruction of reading skills is carried out. Whatever plan is selected the classroom teacher should utilize the services of the school and public librarian. Finally Huck recommended that there be both short-term and long-term evaluation of the reading program based on children's reading habits.

Glazer, Joan I., and Williams, Gurney, Introduction to Children's Literature, McGraw-Hill Book Company, New York, 1979, pp. 620-650.

Glazer and Williams strongly advocated planning a year round literature curriculum with involvement as the primary goal. This recommendation was based upon the conclusions of the Dartmouth Seminar which affirmed that the main goal of literature programs should be to actively engage the child in literature and to develop positive, lifelong attitudes toward books. Within this framework the writers further classified goals of literature into three major categories: content, gaining factual information; process, using critical thinking skills; and values and attitudes, investigating literature to gain insight about their beliefs. The authors believed only a planned literature program would ensure a good balance incorporating the stated goals as well as a variety of genre.

Pfau, Donald W., "Effects of Planned Recreational Reading Programs," Reading Teacher, October, 1967, 21:34-39.

A longitudinal study involving one hundred first grade children was undertaken to measure the effect a planned supplemental reading program had on reading interest and on achievement in reading, spelling, and written and oral fluency. With thirty minutes provided daily for planning and implementing recreational reading activities, children in the test group were exposed to a wide range of trade books, "easy readers," and literature books which had been previewed on the basis of appeal and readability. The control groups were instructed exclusively in the basal program with no attention given to supplementary materials. The findings indicated a marked increase in reading interest for the test group with significant gains in sight vocabulary and words in context. While no difference was observed in spelling ability or in more complex oral responses, increased written ability favored the test group. A planned recreational reading program resulted in a general increase in ability in all aspects of the language arts program. Pfau encouraged teachers to redistribute classroom time to allow for planned literature time. "Responsibility for providing (literature) activities...is shared by educators at each grade level if children are to mature as persons who permanently value reading." (p.38)

RESPONSE AND THE READER

Purves, Alan C., editor, How Porcupines Make Love, Xerox College Publishing, Lexington, Massachusetts, 1972.

In unconventional, almost poetic fashion, Purves challenged educators to approach the teaching of literature through a "response centered" program which fosters self knowledge, mutual appreciation and understanding Purves defined the four areas of response: (1) engagement-involvement, an affective response, (2) perception, objective review, (3) interpretation, subjective and objective perspective, (4) evaluation, comparison and assessment of impact and importance. In a response-centered environment, there is a commitment to both learning and enjoyment. Despite the seemingly open-ended, creative nature of his approach, Purves advised that a response-centered program required far more intense planning than the traditional approach. To this end Purves presented his own objectives-based grid incorporating two objects of attention, the work and the response. Higher level behaviors, such as values generalizes, interprets, relates, etc., were emphasized. Purves concluded: "Literature and the arts in the curriculum can both free the imagination and help people order their worlds." (p.198) He continued, "Without freedom of the imagination and personal order, there can come a repressive or a revolutionary society." (p.198)

Benton, Michael, "Children's Responses to Stories," Children's Literature in Education, Summer, 1979, 10:68-85.

In an attempt to explain response, Benton first reviewed the interpretations of a number of disciplines including psychology, philosophy and psycholinguistics. Benton then outlined his conceptual model while acknowledging the psychoanalytic research of Lesser and Holland and the pedagogical findings of Squires and Purves. Benton used Tolkien's Primary Secondary World concept to define the boundaries of his conceptual model. The Primary World aspect was explained as a three-dimensional structure involving perception of experience and information given to the brain by the five senses which comprise "spatial perspectives". (p.76) Benton believed a description of the Secondary World achieved two ends: "(1) it provides a means of conceptualizing the 'novel within a novel' that the reader imagines; and (2) it offers a way of handling readers' responses that reflects the living changing quality of the psychic process..." (p.76)

Benton conceded that investigation into children's response to literature yielded uncertain data which posed a problem for researchers. Nevertheless he believed his conceptual model was preferrable to any classificatory system or psychoanalytic theory.

Harker, W. John, "Children's Literature and Back to Basics," Reading Horizons, Spring, 1980, 20:159-164.

Lest literature in the curriculum be abandoned as the back to basics movement gathers momentum, Harker presented a rationale by exploring how children think and learn and relating it to the teaching of literature. Harker claimed that many successful teaching practices are only superficially at variance with the skills approach and are in fact consistent with how children learn to read literature. Harker found support for his premise in the developmental, cognitive theories of Bruner whose "cognitive model building" (p.159) concept is based on a categorization process. Harker suggested that categorization demands active response and that the development of efficiency in cognitive response is fundamental to learning. He went on to state that reading comprehension occurs when there is agreement between the child's expectations of reality and the reality he encounters on the printed page. The element of surprise or "defeated expectations" that results from reading literature requires that the child alter his model of reality, thereby expanding his imagination and extending his experiences. Harker cautioned against an inflexible, skill-oriented commitment to a competency based reading program which will not only fail to teach comprehension, but will stifle children's imagination and ultimately their enjoyment of literature.

Roderick, Jessie A., "Responses to Literature," in Literature and Young Children, edited by Bernice E. Cullinan and Carolyn W. Carmichael, National Council of Teachers of English, Urbana, Illinois, 1977, pp. 142-153.

Roderick emphasized the importance of establishing a systematic procedure to study children's responses and presented guidelines to be used during and after a literary experience. Such a study can help the teacher gain greater insight about individual children from different backgrounds so that program planning becomes more effective. Roderick devised an observation checklist designed to evaluate the classroom setting and to identify various expressions of verbal and non-verbal behavior. Observation of verbal beharior was distinguished by kinds of verbal response, frequency and quality. Roderick stressed that observation of non-verbal behaviors based on large and small body movements also can give clues about response to literature. While he pointed out that non-verbal behavior was more difficult to identify, Roderick emphasized that these behaviors give helpful information about a child's response.

Sutherland, Zena; Monson Diane L.; and Arbuthnot, May Hill, Children and Books, Scott Foresman and Company, Glenview, Illinois, 1981b, pp. 505-515.

Sutherland stressed that literature was a positive enriching experience that presupposes an interest in sharing. While Sutherland pointed out that response may be expressed in many forms, she emphasized the importance of focusing on literary response if the experience is to be personally meaningful. The author identified four types of response: emotional, interpretive, critical, and evaluative. Sutherland believed emotional response to be the most important reaction at the elementary level. In discussing the relationship between response and reading comprehension, which Sutherland believed to be the "key to literacy," (p.511), the writer used the Barrett Taxonomy of Reading Comprehension and Squires response to literature schemes. Sutherland paralleled the schemas to illustrate the interrelationships between the two disciplines and to emphasize the need for response to literature.

Crago, Maureen, "Incompletely Shown Objects in Children's Books: One Child's Response," Children's Literature in Education, Autumn, 1979, 10:151-157.

Crago observed their own child from the age of one year nine months to three years seven months to determine her perception of partially shown illustrations. Crago was interested in investigating Newson's studies which indicated a fearful response to incomplete pictures. While Crago conceded that nothing can be proven by a single observation study, she did conclude that there is little available evidence to warrant a change in publishers practice of using stylized partial illustrations to depict the story. In fact Crago believed this to be beneficial in that the illustrations might teach the child to observe same and difference concepts.

Donlon, Dan, The Effect of Illustrations on Children's Non-Verbal Responses to Literature, Educational Resources Information Center, Ed 140 332, University of California, Riverside, California, 1977.

Subjects were one hundred eighteen students drawn from grades kindergarten through grade four. After reading the story, Giving Tree, without revealing illustrations to the experimental group, the researchers asked the students to select three crayons and draw whatever came to their minds. The data showed common response patterns in color selection with book illustrations having no significant effect on children's response. However, Donlon observed some added imaginative features for the control group, suggesting that in some instances illustrations might have a limiting effect on imagination. He also found that younger and older children focused on different aspects of the story.

ENCOURAGING RESPONSE

Williamson, Paul, "Literature Goals and Activities for Young Children," Young Children, May, 1981, 36:24-30.

Williamson pointed out it was important to develop a planned program in literature because it increased the child's knowledge and appreciation of language and literature. To give the literature program direction Williamson outlined his five goals. The child will: (1) recognize, enjoy, and value a variety of literature, (2) develop a strong sense of story, (3) respond to literature in varied ways, (4) be aware of power of words, and (5) identify with literary characters. In addition Williamson stressed that a planned literature program required pre-reading and post-reading experiences to deepen understanding and that the teacher should be well versed on knowledge of children's literature, child development and effective teaching techniques.

Hurst, Carol, "Books...Love 'Em and Use 'Em," Early Years, November, 1980, 11:37-50.

Hurst evaluated a number of recently published children's books including the areas of fantasy, folklore, realism, non-fiction, poetry, and paperbacks. While supporting such strategies as SSR and read aloud programs, Hurst insisted that it still was not sufficient for emphasizing the value of literature. Therefore Hurst prepared a format designed to integrate more books into the instructional program. The format included: summary of the book, pre-reading activities to extend background and stimulate interest, suggestions for reading the story and post reading activities. Hurst advised that teachers be selective in choosing activities so as not to overanalize or stifle interest and enjoyment. However, she concluded that it was vital that teachers continually seek new and creative ways of incorporating literature into the curriculum.

Arbuthnot, May Hill, The Arbuthnot Anthology of Children's Literature, Scott Foresman and Company, Chicago, 1961, pp. II-VIII.

Time should be provided in the school day to read aloud or for storytelling. Arbuthnot, a strong proponent of storytelling, believed the response level was heightened when there was no book between the participants. In addition there was more opportunity ot observe mutual enjoyment and involvement. Stories which are better read include picture books and any story in which charm of the tale is dependent on the exact words of the author. Arbuthnot suggested that a good voice with proper diction along with sincerity and simplicity are essential to reading and storytelling. Above all Arbuthnot recommended there be a sense of contagious enjoyment for the story or the tale.

Gay, Carol, "Read Aloud and Learning to Write," Elementary School Journal, November, 1976, 77:87-93.

According to Gay reading aloud to children will enhance the student's writing ability in five ways: vocabulary increase, improved ability to distinguish between shades of meaning, increased sophistication and complexity of sentence structure and motive for writing. Gay explained that if the teacher read aloud from quality works every day for thirty minutes, students' writing ability would improve. Students need good models for written expression and good models cannot be contained in exclusive exposure to basal readers. Gay claimed the basal reading program to be inadequate and labeled the "Read-Aloud" library as a "handicapped" (p.90) program which limited choices and created artificial reading stimulants. Gay concluded that books can provide the models of standard speech and for literary prose as well. The child has a right to know about the world of books to help him define and understand his environment.

Lauritzen, Carol, "Oral Literature and the Teaching of Reading," Reading Teacher, April, 1980, 33:787-790.

Oral literature handed down from generation to generation can now be seen in contemporary stories, poems, and songs. Nevertheless Lauritzen stressed that to better understand the special features such as cultural content of tales, type of plot structure and characters, common themes, and motifs that oral literature be reconstructed through the storyteller. Lauritzen pointed out linguistic patterns which are present in oral literature and which have significance to the teacher of reading: (1) repeated wording and syntax pattern, (2) linking word technique in which an ending word or phrase becomes the beginning in the next sentence, (3) cumulative structure and (4) any combination of these patterns. Lauritzen suggested that by virtue of its predictive nature this form is particularly advantageous for the young reader. She also stated that oral literature can expand sight work knowledge, enhance comprehension and stimulate creativity through children's own writing.

Chant, Sally A., Children's Literature: An Enhancement in Language Development Educational Resources Information Center, Ed 193 628, Annual Meeting of the College Reading Association, Baltimore, Maryland, October 30-November 1, 1980.

In acknowledging the language enrichment characteristics of children's literature, Chant encouraged educators to read aloud regularly and to invite questions and discussion among students. In addition Chant cited a number of children's books which foster enjoyment, creativity, confidence, self awareness and understanding. Included in her recommendations were several books which deal with fears and uncertainty. Books can be effective tools in helping understand our environment and our language.

Hoskisson, Kenneth, and Biskin, Donald S., "Analyzing and Discussing Children's Literature Using Kohlberg's Stages of Moral Development," Reading Teacher, November, 1979, 33:141-147.

Hoskisson and Biskin stated that the theories of Kohlberg and Turiel have practical implications for the classroom teacher who understands that moral development is dependent on cognitive structure and its interaction with the child's environment and who realizes that children's literature can provide the catalyst. Hoskisson and Biskin presented their reflective thinking strategy as having application in discussion of children's literature. The strategy involved three types of questions: questions of fact, questions of interpretation and questions of evaluation. Actual discussion would be guided by "basic questions" relating to the main idea and "follow-up questions" relating to analysis and understanding. The authors advised, "Children's literature is a rich source of examples of moral decisions for children to discuss in relatively safe and non-threatening environment." (p.146)

Tierney, Robert J.; Readence, John E.; and Dishner, Ernest K., Reading Strategies and Practices: Guide for Improving Instruction, Allyn and Bacon, Inc., Boston, 1980, pp. 119-225.

The authors suggested that Uninterrupted Sustained Silent Reading (USSR) was perhaps the most important teaching strategy of all in that its goal was to develop lifetime readers. Tierney summarized the objectives of USSR: to provide good reading models and to gradually increase silent reading attention span. Proper student preparation was stressed emphasizing total participation with no interruptions. Tierney suggested that the teacher model proper reading behavior and that a timer mark the beginning and the end of the session. Finally Tierney believed that despite the fact that evaluation does pose some difficulty, student enthusiasm and participation would justify incorporating USSR into the instructional program.

Lengyel, Janice, and Baghan, Marcia, The Effects of a Family Reading Program and SSR on Reading Achievement and Attitudes, Educational Resources Information Center, Ed 211 925, n. pub., n.p., 1980.

Eighty-one first and second grade students from a rural coal mining community were the subjects of a study designed to determine the extent a SSR and family reading program influenced achievement and attitudes. The family reading program consisted of reading to a child for fifteen minutes per day over a nine-week period. Questionnaires were designed to assess this program. To evaluate the effect of SSR a selective case study approach was used. The results indicated that reading enjoyment was enhanced by the family reading program. For those who participated in both programs, it was found that these children demonstrated a more positive attitude toward reading and achieved higher scores on the Comprehension Test of Basic Skills. Therefore children appeared to show most gains in school-related programs with family participation.

McCracken, Marlene J., and McCracken, Robert A., Teaching Reading Through Children's Books, Poetry and Song, Educational Resources Information Center, Ed 186 844, Paper presented at the Reading/Language Arts Conference, Lawrenceville, New Jersey, May 17, 1980.

McCracken stated that one of the prerequisites in learning to work with written language was to hear the language of literature found in children's books. Using this as her premise, McCracken developed a beginning reading program adapting songs and poems to visual, written form on a pocket chart. Concepts were extended by numerous brainstorming activities in which substitutions were recorded and added to facts already known. Practice in sequencing and writing a class version of a story was also added to the lesson. A natural outgrowth of the program was a writing activity to which the children adapted quite readily. McCracken used reading aloud to develop reading comprehension skills along with films and SSR to expand interest. McCracken advised that such activities help the child to experience language more fully through literature-based reading, writing, speaking, and listening opportunities.

Kendall, Janet Ross, "Enriching the Beginning Reading Program: The Natural Language Teachnique," Reading Horizons, Fall, 1979, 20:16-19.

Kendall defined "natural language" stories as those "containing language children can learn easily" (p.16) which could be adapted to either individual or a group. Necessary to this technique was a selection of books with repetitive language patterns and pictures that illustrate the story line. Kendall described the procedure as involving the teacher reading, followed by teacher and child together and concluded by child "reading" independently. This format was based on the Bill Martin Sounds of Home series. Kendall stated that combining printed and contextual information was critical to a successful beginning reading program. Consequently she recommended this technique as well as language experience approach to help the child learn to read and to find enjoyment in it.

Silverbank, Fran, "Using Illustrations in the Literature and Writing Programs," Reading Improvement, Spring, 1982, 19:2-5.

To assist children in understanding that readers as well as illustrators interpret words differently, Silverbank recommended using several interpretations of the same text. She believed children would readily discover the variety of response demonstrated by the perceptions of the artists. This would help the student see that there were no "correct" reading of a text and that interaction with literature was highly individual. Silverbank suggested that this concept could be extended to writing as well because the student is enabled to "conceptualize the nature of descriptive writing." (p.5) This would in turn encourage the student to explore and experiment with language. Consequently Silverbank believed this strategy to illustrate the uniqueness of reader's interpretation and that written expression can and should reveal the individuality of what is perceived.

Noyce, Ruth, and Christie, James F., "Using Literature to Develop Children's Grasp of Syntax," Reading Teacher, December, 1981, 35:298-304.

Recent interest in syntactic structure and their influence on comprehension prompted Noyce and Christie to develop a strategy based on children's literature using a four step sentence modeling cycle: (1) listening, using books which repeat targeted syntactic structure, (2) speaking, repeating teacher-directed oral activities, (3) writing, developing personal stories with targeted structure, (4) reading, sharing stories and reading similar structures in other books. Noyce and Christie suggested a number of books which incorporated difficult syntactic structure, yet have high interest value. The authors concluded that literature books can be legitimately used for direct drill instruction.

Moss, Joy F., "Using the Focus Unit to Enhance Children's Response to Literature," Language Arts, April, 1978, 55:483-488.

Moss defined the "Focus Unit" as a long-term language experience structured around literature and used as a framework in which to develop and practice language skills and to expand the capacity to comprehend narrative structure. Integrated into this approach was a questioning procedure which encouraged understanding of cause-effect relationships, inferential thinking and increased vocabulary. Children's discussion was also guided to help understand plot, character development and story language. In addition classroom dialog was increased as children gained in knowledge of literary forms and ideas, concepts, and strategies for comprehending and enjoying narrative structure. Moss recounted the many creative applications of a focus unit including expressions in drama, art, music, and creative writing. She concluded that literature, a "rich resource for teaching/learning experiences," (p.487) can expand the child's comprehension skills as well as increase literary interest and appreciation.

McClure, Amy, "Integrating Children's Fiction and Informational Literature in a Primary Reading Curriculum," Reading Teacher, April, 1982, 35:784-788.

McClure established her strategy on five theoretical assumptions. (1) Reading must be taught wholistically with emphasis on meaning. (2) The child should remain the focus of any effective reading program. (3) Literature should be the foundation of the reading program. (4) The functional importance of reading should be incorporated into the reading program. (5) An effective reading program provides many opportunities to read. McClure understood that reading is a language which should involve writing, speaking, listening, and creative dramatics as children explore the world of books. McClure's program involved using a number of books to stimulate interest and give background information on a selected topic. Numerous hands on experiences were planned, followed by opportunities for expression through writing and extending activities. McClure stated that this approach was not easy and required complete teacher commitment. Nevertheless this approach was strongly recommended because of high student motivation factor and the opportunity for the expansion of knowledge and skills.

SUMMARY

Copperman expressed concern for literacy in this country and identified two important educational goals: teaching of skills and promoting higher literacy. Gardner and Adler agreed while stressing the importance of a commitment to lifelong learning. The McEvoy and Vincent survey further expanded this understanding. Their survey indicated that adult readers characteristically read for enjoyment and information. Ribovich and Erickson had similar findings in their study of older adults. They therefore concluded that reading for enjoyment and information should be reflected in the objectives of the reading program.

However a number of resources pointed to an obvious gap that exists between the ideal and actual practice. Koeller and Hall both expressed concern for the obvious lack of emphasis on literature among elementary educators and administrators. The adequacy of strict adherence to a basal program was questioned by both Ousbey and Huck. Ousbey suggested that the absence of a wide range of literature not only inhibited potential for enrichment, but perhaps reading achievement as well. Huck (1977) concurred and moved a step farther by labeling the basal program as anachronistic, in many ways a barrier to the development of lifetime reading habits. Bobel's study of intermediate readers supported the contention of Ousby and Huck when he found a majority of gifted students who enjoyed recreational

reading to be either negative or ambivalent about reading in the instructional program. Finally the Purves study (1980) and the findings of Roderick (1968) both indicated the performance of low achievers and low creatives, respectively, could be directly related to a literature deficient environment. This led them both to point out that schools were clearly responsible for providing a literature enriched environment for all children. Assuming Adler's positive perspective, "The best education for the best is the best education for all."

The importance of self-selection of material for reader development was a factor in the literature. Goodman and Burke emphasized the personal nature of reading with freedom to choose material considered to be an integral part of any reading program. In varying degrees the studies of Pieronek (1980a) and Wiberg demonstrated the need for self-selection among elementary children, but in another study, Pieronek (1980b) found no relationship between reading approach and learning style. In addition Belloni found that choice enhanced comprehension while Ferguson observed among the subjects in her study of sixth grade students, a strong tendency to select reading material at least within instructional levels.

The reader's interest factor in selection concerned some researchers. Asher concluded that topic interest cut across cultural lines, and Roderick (1968) found no correlation between reading choice and intelligence. Applebee's

study of children's preferences in ages six through sixteen found that the subjects expected to enjoy what they read and valued past read stories. Evaluation, simplicity and realism emerged as important dimensions in the reader's approach to reading material. Applebee also found that interest tended to follow a developmental pattern.

Children's literature was found to have a significant impact on the reader. Chomsky's important study found a positive relationship between language development and exposure to children's literature. In addition the studies of Perine, Wagner, Berg-Cross and Trepanier all demonstrated a positive attitude change after exposure to literature, as did Wagner in her study of self-concept among black elementary children.

Authorities were unanimous in their assertions that the role of the teacher played an important part in reader development. The Buike and Duffy study comparing teachers' reading conceptions to actual practice pointed out that teachers must have a clear understanding of the purposes of reading instruction if it was to be reflected at all in instructional practice. Consequently Harris' review of research and Arlin's study were both helpful in identifying effective teaching of reading practice. The role of the teacher as a model who valued both literature and the reader was emphasized by Chambers and by Manning. Blatt's longitudinal study found that teacher emphasis on literature increased student interest. Hickman's findings

supported Blatt when she also concluded that the quality of the response was increased by teacher manipulation of the events in the classroom. Harm's study of children's response to fantasy corroberated Sutherland's (1981a) position that the effective teacher of literature must have an understanding of child development along with knowledge of children's needs and interests.

Planning was considered a necessary component of an effective literature program. Huck (1961) organized the reading program into three phases: instructional, functional, and recreational. Frazer and Williams advocated planning a year-round literature program with involvement a primary goal. In proposing his five goals Williamson also stressed the need for planning.

Finally Pfau's longitudinal study of primary children demonstrated the benefits of a planned, recreational reading program. Marked increases in reading interest and writing ability were observed. Pfau concluded that educators must bear the responsibility for providing literature at each grade level.

Relating to response, experts believed this to be another integral factor in encouraging the reader. Purves (1972) defined four levels of response necessary in developing a response-centered curriculum. Benton and Harker investigated the dynamics of response relating it to reading comprehension. Purves, Hickman and Roderick

devised systems for observing response emphasizing the fact that evaluation of response must be based on verifiable data. Believing strongly in relationship between response and reading comprehension and that it can be verified through observation of specific behaviors, Sutherland (1981b) corresponded Barrett's Taxonomy to Squires' response schema. Both Crago and Conlon examined response to visual stimulus in children's books. Crago found positive benefits while Donlon suggested it might have some creatively inhibiting results.

A review of the research relating to effective methods encouraging response revealed varied approaches ranging from simple reading aloud programs to comprehensive units based exclusively on trade books. Williamson outlined five goals necessary for a literature program. Both he and Hurst agreed that pre-reading and post-reading activities were important. Reading aloud regularly from children's books received the most support. While Arbuthnot, Chant, Guy, and Lauritzen all had varied adaptations, they all agreed upon its inherent value. Book discussion was also encouraged by several writers including Purves (1972) and Hoskisson and Biskin. The study of Lengyul and Baghan supported Tierney's contention that SSR was an effective tool in encouraging the reader. Kendall, Lauritzen, McCracken, and Noyce and Christie all capitalized on the repetitive nature of

children's stories while Silverbanks used illustrations to encourage creative expression.

Finally both McClure and Moss demonstrated the unlimited possibilities for children's literature when used as exclusive resource in limit development. This approach was highly recommended because of the high student motivation factor and potential for expanding skills as well as literary interest and appreciation.

CONCLUSION

Is there a need?

The research clearly established a need for children's literature in the elementary language arts/reading curriculum. The development of the reader is a response to the call for lifelong learning and has obvious implication for the teacher of reading. First, literature is an important resource for higher literacy or expanding understanding. Secondly integration of literature in the curriculum is the most effective method of communicating its enrichment and enjoyment features.

Can it be justified?

Exclusive use of the basal program reflects a narrow interpretation of the purpose of reading. It limits the reader's potential for enrichment and enjoyment and quite possible achievement in cases of low reading performance.

Even the very best of basal reading programs cannot, or should they be expected to, provide for the personal and private domain of the reader. These programs essentially lack the element of choice and individual interest so important to growth. Consequently exposure to literature and self-selection of reading material should not only be understood as a need but also a right of all children. Therefore it should be considered as a responsibility that clearly has educational dimensions.

Is it feasible?

The role of the teacher emerged as the most important element in influencing the growth of the reader. Along with the obvious need for understanding the reader's needs, development and interests, the teacher must possess a clear vision of long-term and short-term reading goals. Moreover the approach to literature must be systematically planned. Herein lies both the strength and the weakness of this proposal involving the elementary curriculum. While the research that a creative teacher committed to literature's value could have a significant impact on the reader, a successful program still remained closely related to the vision and professionalism of each elementary classroom teacher.

Finally there are a variety of ways of incorporating literature into the elementary curriculum, but there must

be a concern for response, or reader involvement, to enhance the quality of the learning. It is important therefore to become familiar with positive response behavior, how to initiate it, observe it and evaluate it.

The task of implementing the recommended proposal is indeed a challenging one. However in his treatise on education, Adler reminds us there are no unteachable children, only schools, teachers, and parents who fail to teach them. A parallel can be drawn in positive terms. All children have a need and a right to become competent readers and to experience the enjoyment and enrichment that comes from children's literature. All that is required is the educational commitment to respond to the challenge.

RECOMMENDATIONS

It is recommended that:

1. Elementary teachers assume responsibility for integrating a planned, response oriented children's literature program into the language arts/reading curriculum.
2. All children have the opportunity to respond to a wide range of children's literature taking account their needs and interests.
3. All children have the opportunity to select a portion of their reading material.
4. Elementary children be provided with classroom opportunities to engage in higher literacy experiences involving children's literature.

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